

Childminder report

Inspection date: 15 August 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder develops close, nurturing relationships with children. She uses her knowledge of their unique personalities and needs to ensure that they feel comfortable in her care. Children demonstrate high levels of confidence. They greet visitors enthusiastically and are excited to engage them in their play.

Children enjoy frequent opportunities to play in the childminder's garden, where she supports them to develop their physical skills. For example, children build on their core strength and coordination as they ride on wheeled toys and climb equipment. The childminder provides opportunities for children to explore nature and learn about the world around them. For instance, the children gather around the childminder to study images of various objects they may find in the garden. Children use their problem-solving skills as they think about where objects maybe found. They curiously search different parts of the garden and cheer with satisfaction when they discover a hidden item, such as a fir cone.

The childminder has high expectations for children's behaviour. She consistently gives them gentle reminders about rules, such as using 'kind hands' and sitting sensibly at the table. The childminder has a very calm manner and talks to children in a friendly tone of voice. As a result of her positive role modelling, children display kindness and compassion. For example, older children happily play alongside younger children, sharing resources and helping each other.

What does the early years setting do well and what does it need to do better?

- The childminder knows the individual needs of children and supports their behaviour well. At times when children struggle to share and turn take with others, the childminder is skilled at facilitating their play. She joins in with children, role modelling how to take turns and share resources. Furthermore, the childminder reads stories to children to spark meaningful discussions about the benefits of sharing and being kind to their friends.
- The childminder offers children plenty of 'adventures' in the local community. She takes them to playgroups to mix and socialise with children of different ages. The childminder plans regular trips for the children to the nearby train station and woodlands. Furthermore, she provides them with experiences of going to buy food from the supermarket and items from the charity shop to support the delivery of the curriculum.
- Children learn the importance of healthy lifestyles and good oral hygiene through well-planned activities. For example, children participate in a model tooth brushing activity. They have fun as they squeeze the toothpaste on toothbrushes and scrub the pretend teeth. The childminder discusses with children that brushing your teeth keeps them healthy and strong. Furthermore, she teaches

children the names of different teeth, such as molars and canines.

- The childminder has developed positive relationships with parents. She provides them with regular updates about their child's day and shares information about their progression. Parents comment how they work collaboratively with the childminder to support their children's learning and development. For instance, the childminder identifies children who are ready to potty train and works with parents to achieve this. She shares ideas with them on how to continue children's learning at home. Parents respect the childminder's expertise and take advice on their children's behaviour and development.
- Overall, the childminder supports children's communication and language skills effectively. Throughout activities, she commentates and repeats words back to children, so they hear the correct pronunciation. The childminder reads books to children, and they sing nursery rhymes together. However, on occasions, the childminder overwhelms them by asking lots of questions in quick succession. She does not always give children time to think and respond to questions to help strengthen their vocabulary even further.
- The childminder understands that children need to practise their small-muscle skills and hand-eye coordination in readiness for future writing. She provides an array of activities to help children develop this skill. For example, children practise squirting water from spray bottles and use plastic tweezers to pick up small objects to transport them.
- The childminder is reflective in her practice. She regularly gathers feedback from parents and uses this information to enhance her provision for children and families. The childminder attends regular training to refresh her knowledge and to enrich the curriculum she provides for children. Furthermore, she is part of a network of other childminders, where they research any changes to childcare legislation and guidance.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- allow children more time to think through their ideas and responses to questions they are asked to maximise their learning.

Setting details

Unique reference number	EY102420
Local authority	Leicestershire
Inspection number	10337235
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	29 August 2018

Information about this early years setting

The childminder registered in 2002 and lives in Hinckley, Leicestershire. She operates all year round, from 7am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder has a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Kelly Langley

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector had a tour of the areas of the premises that are used by children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector spoke to parents and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to children at appropriate times during the inspection.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024